Child Signature Program (CSP)
Data Collection Guidebook

A Guide for CSP Local Evaluators and Program Coordinators

TABLE OF CONTENTS

PURPOSE OF THE DATA COLLECTION GUIDEBOOK

This Guidebook is intended to document the data collection required to support First 5 California's statewide evaluation of the Child Signature Program (CSP). Specifically, the Guidebook covers important features of evaluation design, data collection procedures, and reporting timelines. The Guidebook is designed to be useful to Local Evaluators, Program Coordinators, other Quality Essential Staff (QES), researchers, contractors, and data entry personnel during the statewide evaluation of CSP. The primary focus of this document is on data related to CSP 1 counties, but many data collection activities will also apply to CSP 3 counties. Data collection procedures and timelines covered in the guidebook do not apply to CSP 2 counties unless they are planning to transition classrooms into CSP 3.

Organization of the Guidebook

The Guidebook is organized into five sections:
1) An introductory section (this section) that explains the purpose and organization of the Guidebook
2) An overview of the evaluation questions, design, and procedures
3) Classroom data collection and reporting requirements
4) Site data collection and reporting requirements
5) Two appendices that include the CSP Evaluation Data Dictionary and CSP Logic Model.

Data Aggregation and Categories

Data necessary for the evaluation of CSP can be separated into two levels of aggregation: *classroom* data and *site* data. Classroom data cover CSP classrooms—the unit of analysis being the classroom. Classroom data consist of:
- classroom demographics
- teacher data (including teacher demographics, work history, and educational attainment)
- data on assigned QES
- a quality improvement narrative
- data about funding sources and streams
- teacher-to-child and provider-to-child ratios
- Environment Rating Scale (ERS) global scores (i.e., ECERS, ITERS, and FCCERS)
- information about developmental screening and assessment activity
- assessment results

Assessment results include:
- Desired Results Developmental Profile (DRDP) aggregate data (DRDP-PS, DRDP-IT and DRDP *access*)
- ERS item level scores
- Classroom Assessment Scoring System (CLASS) dimension and domain scores

3

Site data cover information about CSP sites—the unit of analysis is the CSP site. Site data consist of:

- information about outreach and support activities for staff and parents,
- information about professional development activities
- DRDP *access* aggregate results
- DRDP Parent Survey results.

Each level of data aggregation is described in a separate section of this Guidebook. In these sections, each level of aggregation is separated into data categories and then into data elements. Data elements are the variables that will be used for analysis; data categories are collections of data elements. The guidebook goes over each data category (if applicable) and each data element of the two levels of aggregation. For each data category, the format and purpose of the data elements associated with that category are described in a table. Additionally, data collection strategies or procedures are suggested for some data elements. Timelines associated with each element, category, or level of aggregation are also provided to aid in the planning of data collection activities.

CSP EVALUATION OVERVIEW

The primary goal of CSP is to develop high quality Early Childhood Education (ECE) environments in California. In October 2011, the First 5 California Children and Families Commission approved funding of $45 million per fiscal year for three years for CSP. Within the $45 million budgeted, about $28 million each fiscal year is allocated to the improvement of ECE environments that comprise the focus of this evaluation.

CSP focuses on increasing quality in early care and education programs for children at greatest risk of school failure. Two long-term goals of the program are to eliminate the achievement gap for at-risk children and improve lifetime academic achievement and associated life success. National research indicates that high-quality preschool has positive impacts on early childhood outcomes for disadvantaged and at-risk children with regard to cognitive, language, and social development (Heckman and Masterov 2007). Scientific studies conclude high-quality preschool programs improve school readiness and lead to better academic achievement in elementary school (RAND 2007). Additionally, cost-benefit and return on investment analyses demonstrate that investments in high-quality preschool generate substantial social and economic payoffs by reducing persistent social costs, such as unemployment, drug or alcohol abuse, and crime (Rees, Chai and Anthony 2012; Schweinhart et al. 2005; Heckman and Masterov 2007).

Approximately 50 percent of California's disadvantaged and at-risk 3- and 4-year-old children do not attend preschool, and even fewer attend high-quality preschool. To address the scarcity of high-quality early care and education programs in California, First 5 California allocated funding to improve the quality of early childhood education in multiple counties that submitted applications to participate in the matching funds program. The program is designed in two tiers: Maintenance of Effort (MOE) classrooms (approximately 800) must meet minimum criteria and have access to the Early Education Effectiveness Exchange (E4)—a consortium for exchanging ECE best practices. A second tier of Quality Enhanced (QE) classrooms (approximately 90) have access to the resources of MOE classrooms plus funding to support a group of specialist personnel to enhance ECE teaching. Both tiers of the program will be evaluated with regard to improvements in physical classroom quality, quality of interaction between teachers and children, and child development.

Evaluation Questions

The evaluation of CSP is designed to measure the effectiveness of CSP classroom level quality enhancements. The ultimate evaluation question is: How well does CSP reduce achievement gaps for at-risk young children? It is hypothesized that quality enhancements such as Quality Essential Staff, increased parental involvement and outreach, increased developmental screening activities, enhanced classroom interactions, and enhanced classroom environments will translate to better outcomes for at-risk children.

Questions for CSP counties. To address the ultimate evaluation question, eleven specific research questions were outlined in attachment B of CSP RFA 1. Attachment B separates these questions into outcome and process questions. Data collected to answer these questions will

include process measures that will be useful for examining how well CSP functions, how well it is serving the public and specific target populations, and its cost effectiveness. The evaluation will also measure outcomes experienced by different groups and target populations (e.g., teachers and staff, parents, children with special needs, dual language learners, etc.). The eleven outcome and process questions from Attachment B of the CSP RFA 1 are as follows:

Outcome Questions
- Are classroom environments in CSP sites improving and meeting target quality criteria?
- Are teachers in CSP classrooms using effective teaching and classroom interaction strategies?
- Are high-risk young children who participate in CSP demonstrating improvement in their readiness to succeed at kindergarten entry?
- Is the developmental status of high risk young children who participate in CSP sites improving over time?
- Are children with special needs and Dual Language Learners (DLLs) making developmental gains?
- Are parents included in and satisfied with CSP?

Process Questions
- Are conditions that lead to and support quality early care and education increasing among programs that participate in CSP?
- What strategies and services most effectively promote positive outcomes for children?
- Are some strategies more effective for DLLs or children with special needs?
- Are children with special needs being identified and receiving services as appropriate?
- What are the most effective outreach strategies for parents?

The data collected through this evaluation are structured in such a way as to be useful in answering the research questions above.

Questions posed to the State Evaluator. More specific child outcomes will be examined through the work of a contracted statewide evaluator[1]. First 5 California has posed the following questions for a state evaluator:

Outcome Questions
- Is the language development of high-risk young children who participate in CSP programs improving over time?
- Are DLLs who participate in CSP programs making developmental gains?
- Is the development of early math skills in high-risk young children who participate in CSP programs improving over time?

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[1] Though the role of the Statewide Evaluator is discussed in this section, evaluation conducted by a Statewide Evaluator will be performed separately to complement data collection and evaluation described in this Guidebook.

- Is the social-emotional development of high risk young children who participate in CSP programs improving over time?

Process Questions
- What strategies and services most effectively promote positive outcomes for children?
- Are some strategies more effective for DLLs or children with special needs?

Evaluation Design

For purposes of this evaluation, the universe of CSP classrooms can be separated into two groups: evaluation classrooms and non-evaluation classrooms. All Quality Enhanced (QE) classrooms are evaluation classrooms; a subset of Maintenance of Effort (MOE) classrooms will be randomly selected to complement the QE classrooms (in CSP 1 counties). This group of QE and sampled MOE classrooms will be referred to as *evaluation classrooms*. All other MOE classrooms not randomly selected can be considered *non-evaluation classrooms*.

Evaluation classrooms and non-evaluation classrooms will have different reporting requirements. Essentially, reporting requirements for all classrooms will mirror closely what has been required in the past through the Power of Preschool (PoP) data collection forms in First 5 California's Annual Report System. However, for the evaluation of CSP, First 5 California will be collecting data at the classroom and site levels; for PoP, data was collected at the county level only. Additionally, all CSP classrooms are required to submit the same data that were originally required for data profile bi-annual updates. CSP Evaluation classrooms will be required to report additional ERS assessment, CLASS observation results, and DRDP aggregate results in addition to the data required of all CSP classrooms.

The evaluation design for CSP can be considered to be a repeated cross-sectional, two group, quasi-experiment. It is repeated cross-sectional because we will be collecting the same cross-sectional data from year to year. The goal is to measure some basic trends across the life of the program. The evaluation can also be considered quasi experimental because we will be comparing levels of quality between the QE and MOE classrooms.

Fall and Spring Cycles

The evaluation of CSP will be separated each year into Fall and Spring assessment and reporting cycles. Data requirements for the Spring reporting cycle will be greater than in the Fall as the Spring reporting cycle coincides with the end of the school year. Two environmental assessment instruments will be used to measure different aspects of quality in evaluation classrooms: The Environment Rating Scale(s) (ERS) family of instruments (i.e., ECERS, ITERS, and FCCERS) and the Classroom Assessment Scoring system (CLASS). ERS assessments are to be conducted each year during the Fall assessment cycle. CLASS observations are to be conducted each year during the Spring assessment cycle. Additionally, DRDP will be used to gauge developmental outcomes of children in CSP. In accordance with California Department of Education (CDE) guidelines, DRDP pre-assessments should generally be conducted each year during the Fall assessment cycle and DRDP post-assessments should be conducted each year

during the Spring assessment cycle. Table 1 provides a high-level overview of data reporting requirements for the Fall and Spring reporting cycles; specifically it outlines what data are to be collected, when that data will be collected, and who would be responsible for collecting and reporting the data.

Table 1: CSP data reporting requirements matrix

	Data Elements to be reported		Who reports?
	Fall Cycle	**Spring Cycle**	
All CSP Classrooms	**Classroom Data** • Classroom demographics • Teacher data • Quality Essential Staff (QES) • Funding • Ratios • ERS global score • Developmental screening and assessment activity	**Classroom Data** • Classroom demographics • Teacher data • Quality improvement narrative • Quality Essential Staff (QES) • Funding • Ratios • ERS global score • Developmental screening and assessment activity **Site Data** • Outreach and support activity • DRDP *access* aggregate data • DRDP Parent Survey aggregate data	County Staff or Local Evaluator
Evaluation Classrooms only	**Assessment Results** • DRDP Fall aggregate data • ECERS, ITERS, FCCERS item level scores for each subscale	**Assessment Results** • DRDP Spring aggregate data • CLASS dimension and domain level scores	Local Evaluator

The Fall assessment cycle begins on July 1st and ends on December 31st of each year. The Spring assessment cycle begins on Jan 1st and ends June 30th of each year. Data collected during the Fall assessment cycle is due to First 5 California no later than 11:59 p.m. on January 31st of each year. Data collected during the Spring assessment cycle is due to First 5 California no later than 11:59 p.m. on July 31st of each year. The following CSP Evaluation Calendar (Table 2)

details activities that should be occurring during the Spring and Fall assessment and reporting cycles and should serve as a guideline to help you plan data collection and evaluation activities.

Table 2. CSP Evaluation Calendar

Notes:
1. Local Evaluators and other research staff are strongly encouraged to become familiar with the entire Evaluation Calendar before planning local evaluation activities. Some required data (i.e., student demographics and counts) will need to be tracked over the course of the school year.   2. Besides Fall and Spring data due dates (i.e., July 31st and January 31st of each year), the dates in this calendar are recommendations only. Local evaluators are encouraged to develop their own evaluation calendars to help plan local evaluation activities in relation to local processes and systems.   3. Spring of 2013 will serve as the first full evaluation cycle.

Fall Cycle July 1st—December 31st	

Jul	• Enter data from Spring evaluation cycle into CSP Evaluation Data System:
	   - Spring DRDP assessment data (DRDP-PS and DRDP-IT) for evaluation classrooms
	   - CLASS assessment results for evaluation classrooms
	
	 • Enter classroom data for all CSP classrooms into CSP Data Profile system (note: classroom data submission satisfies classroom profile biannual update requirements)
	
	 • Update classroom and site information as needed for random sampling process (i.e., addresses, classroom names, classroom type, age groups served) in CSP Data Profile System

	SPRING DATA DUE DATE: July 31st All data required for Spring reporting is due on July 31st
Aug	• Obtain and confirm list of evaluation classrooms from First 5 California • Distribute Teacher Opt-Out forms to teachers in CSP evaluation classrooms

	• Distribute Parent Opt-Out forms to parents of children in CSP evaluation classrooms • Teachers begin Fall DRDP assessments (DRDP-PS, DRDP-IT, DRDP *access*)

Sep	• Begin classroom data collection from all CSP classrooms:
	  - Classroom demographics
	  - Teacher data
	  - QES
	  - Funding
	  - Ratios
	  - ERS global score
	  - Developmental screening and assessment activity
	
	• Begin Environment Rating Scale (ITERS, ECERS, FCCERS) observations in evaluation classrooms

Oct	
Nov	
Dec	• Compile and aggregate Fall DRDP assessment results (DRDP-PS, DRDP-IT, DRDP *access*)
Spring January 1st—June 30th	

Jan	• Enter data from Fall evaluation cycle into CSP Evaluation Data System:
	  - Fall DRDP assessment data (DRDP-PS and DRDP-IT) for evaluation classrooms
	  - ERS assessment results (i.e., item level scores) for evaluation classrooms
	
	• Enter classroom data for all CSP classrooms into CSP Data Profile system (note: classroom data submission satisfies classroom profile biannual update requirements)
	
	• Update classroom and site information (i.e., addresses, names, classroom type, age groups served) in CSP Evaluation Data System

	FALL DATA DUE DATE: January 31st All data required for Fall reporting is due on Jan 31st
Feb	• Teachers begin Spring DRDP assessments (DRDP-PS, DRDP-IT, DRDP *access*)

Mar	• Begin CLASS observations of evaluation classrooms
	
	• Begin classroom data collection (all CSP classrooms):
	   - Classroom demographics
	   - Teacher data
	   - Quality improvement narrative
	   - QES
	   - Funding
	   - Ratios
	   - ERS global score
	   - Developmental screening and assessment activity
	
	• Begin site data collection:
	   - Parent engagement and support
	   - Professional development

Apr	• Distribute DRDP Parent Survey to all parents of children at CSP sites
May	• Compile and aggregate Fall and Spring DRDP *access* data
Jun	• Compile and aggregate Spring DRDP assessment data (DRDP-PS, DRDP-IT) • Collect, compile, and aggregate DRDP Parent Survey Results

Sampling Procedure

By July 31st of each program year (through the Spring reporting cycle), local county staff will have provided an updated sampling frame that includes all CSP classrooms to First 5 California through the CSP Data Profile System. First 5 California will take a random sample of MOE classrooms from this list. The sample may be stratified by county, age group, and

classroom type (MOE, QE) when feasible. The size and specifics of sample stratification (proportionate to size, by assessment types, by funding source, etc.) may change as the evaluation progresses and we learn more about how the program has been implemented. In that way, evaluation classrooms may change from year to year. The combination of QE classrooms and randomly selected MOE classrooms will constitute the list of evaluation classrooms. All QE classrooms are considered evaluation classrooms. All other classrooms (i.e., MOE classrooms not randomly selected) across the county constitute non-evaluation classrooms. The list of evaluation classrooms will be returned to the local evaluator. A copy of the list will be kept by First 5 California.

CPHS Protocol Requirements (Consent, Data Security, Adverse Events)

Evaluation activities of the Child Signature Program receive oversight by the Committee for the Protection of Human Subjects (CPHS), the state government institutional review board. First 5 California annually submits the Child Signature Program evaluation protocol for review and approval by CPHS.   During its review, CPHS may require revisions to existing protocol forms and procedures. First 5 California will notify County Commissions about any updates to forms and procedures as required by CPHS.

Key provisions of the current evaluation protocol approved by CPHS that must be observed by County Commissions include:

1) **In Evaluation Classrooms, provide to teachers and parents the Opt-Out and Non-Medical Research Bill of Rights documents.** These documents are available in English and Spanish on the First 5 California website.

   The consent process for the evaluation of CSP follows an *Opt-Out* model. In this type of consent model, all participants in a program are also considered evaluation subjects until they choose to opt out. This differs from a traditional informed consent process where study participants are asked to consent, by signing an informed consent form, to have information collected about them for the study. In the opt-out model, CSP participants are assumed to have already consented to evaluation activities by enrolling and taking part in the program. Both teachers in CSP evaluation classrooms and parents of students in CSP evaluation classrooms will be given the opportunity to opt out.

   "Opt-out" has a specific meaning under the evaluation protocol approved by CPHS. Since CSP is a government program, and since the evaluation of CSP is low risk to participants, First 5 California can require that data be collected about program participants. Opting out does not mean that data will not be collected. Opting out means that the data collected from participants cannot be shared with other researchers or agencies outside of First 5 California. Data will be collected about CSP participants regardless of whether they opt out or not. This is an important point to make to CSP participants. The current versions of CSP Teacher and Parent Opt-Out forms are intended to make this idea clear.

Opt-out forms should be provided to all teachers and parents of students in CSP *evaluation classrooms* around August of each year. It is imperative that these forms be distributed as soon as possible. Evaluation activities cannot commence and no data can be collected until opt-out forms are distributed. If a teacher opts out or parents opt out on behalf of their children, the signed and dated Teacher or Parent Opt-Out form must be returned to First 5 California. To aid the tracking of participants who have opted out, a space has been provided on the Opt-Out forms for you to indicate the county, site name (or ID), and classroom name (or ID). If any participant (teacher or parent) opts out, the entire classroom to which they are associated will be suppressed in terms of data sharing as described above. CSP Parent and Teacher Opt-Out forms can be found on First 5 California's website: http://www.ccfc.ca.gov/evaluation/reportingtools.asp.

2) **Ensure no misuse of data related to program participation or evaluation of the Child Signature Program**. It is the firm policy of First 5 California, and a requirement of CPHS, that data such as CLASS observations or other information may not be used for individual evaluation of teachers, including personnel actions such as promotion, retention, or discipline. The purpose of CSP evaluation is to assess the aggregate effects of public investment in improving the quality of early care and education.

3) **Immediately notify First 5 California management in the event of any adverse event or unanticipated problem with regard to teachers, parents, or children as the result of program evaluation activities.** First 5 California is required to report these events and problems within 48 hours to the Committee for the Protection of Human Subjects. Adverse events or unanticipated problems include but are not limited to:
   - Use of evaluation data for personnel review of individual teachers rather than program evaluation.
   - Theft, loss, or breach of program evaluation data. A breach is defined as access to evaluation data by non-approved program persons.
   - Injury or other adverse outcomes for program participants as a result of program participation.

4) **Meet data security requirements as described in the CPHS Data Security Requirements document.** The document is available here: www.oshpd.ca.gov/Boards/CPHS/DataSecurityRequirements.pdf
   The CPHS document outlines three safeguard strategies to be followed: administrative, physical, and electronic. The most sensitive data to protect are Personally Identifiable Data (PID) defined as eighteen (18) identifiers listed in the glossary of the document. The statewide CSP evaluation effort does not collect personally identifiable data. However, if local evaluators are collecting such information (e.g., names, addresses) as part of their evaluation activities, these data must be protected.

CLASSROOM DATA

Classroom data will be collected for *all CSP classrooms* and consist of classroom demographics, teacher data (including teacher demographics, work history and educational attainment), data on QES assigned to the classroom, a quality improvement narrative, data about funding sources and streams, teacher-to-child and provider-to-child ratios, ERS global scores, and information about assessments, developmental screening activities, and assessment results. Classroom data are to be submitted twice a year and satisfy the classroom profile bi-annual update requirements. Fall classroom data for all CSP classrooms are due no later than 11:59 pm on January 31st of each year, and Spring classroom data for all CSP classrooms are due no later than 11:59 pm on July 31st of each year.

Purpose of Classroom Data

Classroom data are data collected from all CSP classrooms. Classroom data are necessary for general structural and process analyses of the program, and are useful for producing descriptive statistics for inclusion in First 5 California's Annual Report. In that way, most classroom data are intended to replace data previously collected for Power of Preschool (PoP) in the Annual Report system (through FY 2011-12). Classroom data also include assessment results collected from evaluation classrooms: assessment results include DRDP, ERS, and CLASS results. DRDP data will be utilized as a measure of children's developmental outcomes which will allow us to gauge the effectiveness of CSP quality enhancements in producing these outcomes. ERS and CLASS are widely used as measures of classroom quality and the quality of teacher-child interactions. These assessment data are necessary to measure classroom-level outcomes of CSP quality enhancements. Assessment data comprise the core of the evaluation and will help us to examine whether or not CSP has improved classroom quality.

Classroom Demographics

Classroom demographics include classroom type, total numbers of children served in the classroom to date, counts of children by age category, counts of children by racial and ethnic category, counts of Dual Language Learners (DLL), counts of DLLs by language spoken at home, a count of possible children of seasonal migrants, and a count of children with an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP). The following table describes each data element in the classroom demographics category and explains the purpose for collecting each data element.

Table 3. Classroom Demographics

Element	Description	Purpose
Classroom ID:	Indicates local classroom ID or classroom name	Option for county staff to note local classroom ID. To help First 5 California identify opt-out classrooms so that classroom data sharing can be suppressed

Site ID:	Indicates local site ID or site name	Option for county staff to note local site ID
Classroom type	indicates whether or not the classroom is Maintenance of Effort (MOE) or Quality Enhanced (QE)	Allows First 5 California to compare QE classrooms to MOE classrooms in terms of other variables
Total children served	The total number of children who have been served by the classroom to date	Necessary for process analysis of the CSP program and for descriptive statistics, specifically to show the total number of children served
Counts of children by age category	Breakdown of the total number of children served to date in the classroom into age categories: • 0-17 months (infant) • 18-35 months (toddler) • 36 months to kindergarten entry (preschool) Note: age categories should reflect the ages of children at the end of the reporting cycle	Allows First 5 California to compare and differentiate Infant, Toddler, and Preschool classrooms
Counts of children by racial/ethnic category	Breakdown of the total number of children served in the classroom to date into racial and/or ethnic categories. Categories include: • American Indian or Alaskan Native • Asian • Black or African American • Hispanic or Latino • Native Hawaiian or Pacific Islander • White • Two or more races • Other	Necessary for process analysis and to show racial ethnic make-up of children served through CSP
Count of DLLs	Total number of Dual Language Learners served in the classroom to date	Necessary for process analysis, specifically, to show whether or not CSP is serving DLLs
Counts of DLLS by primary language	Breakdown of DLLs served in the classroom to date by primary language. Categories include: • Arabic • Armenian • Cantonese • Filipino (Pilipino or Tagalog)	Necessary for process analysis and to produce descriptive statistics showing types of DLLs served or to show which DLL populations are being served

	• Hmong • Japanese • Korean • Mandarin • Punjabi • Russian • Spanish • Vietnamese • Other • Unknown Choice of language should coincide to the language (other than English) the child primarily speaks at home. But, if this information is not known, the choice of language could also be in reference to the language the child primarily uses in the classroom	
Count of children of seasonal migrants	Total number of possible children of seasonal migrants served in the classroom to date (if known)	Necessary for process analysis, specifically, to show whether or not CSP is serving children of seasonal migrants
Count of children with IEP or IFSP	Total number of Special Needs (SN) children served in the classroom to date	Necessary for process analysis, specifically, to show whether or not CSP is serving children with special needs

General classroom demographics data collection procedures. Classroom demographic data are collected for each classroom. The best sources for these data are the classroom's teachers or other classroom staff; other sources include QES that may be working with children and/or their parents.[2] Data can be collected through a survey of CSP classrooms or through reviews of program or registration records. Classroom data can be collected toward the end of the reporting cycle or continuously throughout the school year.

Teacher Data

Teacher data include information about teachers linked to classrooms as classroom data. Data about CSP teachers we will collect include gender, race/ethnicity, language used most often with children in the classroom, highest level of education, degrees or certificates the teacher has obtained that are related to Early childhood Education (ECE) or Child Development (CD), number of ECE or CD units that the teacher has completed, current California Child

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[2] Children are counted throughout the school year. All children that have received or that are receiving services through the classroom should be counted.

Development Permit level, and participation in First 5 California's Comprehensive Approaches to Raising Educational Standards (CARES Plus) program. The following table describes each data element in the Teacher data category and explains the purpose for collecting each data element.

Table 4. Teacher Data

Element	Description	Purpose
Teacher ID:	Indicates local teacher ID	Option for county staff to note local teacher ID. To help First 5 California identify teachers that have opted-out of data sharing so that classroom data sharing can be suppressed
Gender	Indicates the gender of the teacher	Necessary for producing descriptive statistics of ECE workforce in CSP classrooms
Race/Ethnicity	Indicates the race and/or ethnicity of the teacher or classroom staff. Categories include: • American Indian or Alaskan Native • Asian • Black or African American • Hispanic or Latino • Native Hawaiian or Pacific Islander • White • Two or more races • Other	Necessary for producing descriptive statistics of the racial and cultural makeup of the ECE workforce in CSP classrooms. Measure of cultural diversity of the ECE workforce at CSP sites
Language used most often with children in the classroom	Indicates the language used most often with children in the classroom. Languages include: • Arabic • Armenian • Cantonese • English • Filipino (Pilipino or Tagalog) • Hmong • Japanese • Korean • Mandarin • Punjabi • Russian • Spanish	Necessary for process analysis, specifically, to show whether or not CSP is serving target populations and staff is culturally diverse

	• Vietnamese	
Highest level of education	Indicates the highest level of education obtained by the teacher or other classroom staff. Categories include: • Less than high school • High school or GED • Some college • Associates degree • Bachelor's degree • Master's degree • Doctorate or other advanced degree	Necessary for process and structure analysis, specifically to measure CSP staff qualifications. Also, useful for an outcome measure of professional development activities at the site
Degrees or certificates the teacher has obtained that are related to Early childhood Education (ECE) or Child Development (CD)	Indicates degrees the teacher or other classroom staff have obtained that are related to ECE or CD. Degrees include: • Associates degree • Bachelor's degree • Master's degree • Doctorate degree • Certificate	Necessary for process and structure analysis, specifically, to measure CSP staff qualifications in relation to ECE or CD field
Number of ECE or CD units that the teacher has completed	Indicates the number of college level ECE or CD units the teacher or other classroom staff have completed	Necessary for process and structure analysis, specifically, to measure CSP staff qualifications in relation to ECE or CD field
Current California child development permit level	Indicates the current California child development permit level of the teacher or other classroom staff. Categories include • Assistant teacher • Associate teachers • Teacher • Master teacher • Site supervisor • Program director	Necessary for process and structure analysis, specifically to measure CSP staff qualifications in relation to California child development permits

General teacher data collection procedures. Teacher data are collected from all CSP teachers, aids, or other classroom staff. The best sources for the data are the classroom staff themselves. Data can be collected through a survey of CSP teachers and classroom staff or through reviews of program and employment records. Teacher data should be collected continuously throughout the school year.[3]

Quality Improvement Narrative

The quality improvement narrative is designed to document the quality improvement activity (i.e., implementation of quality improvements) of Quality Essential Staff from the perspective of classroom staff. The purpose of the narrative is to document strategies that Quality Essential Staff (i.e., Local Evaluators, Early Education Experts, Family Support Specialists, Mental Health Specialists, and Program Coordinators) have taken, over the course of the school year, to improve the classroom. First 5 California will use these data to identify particularly common or effective strategies and to explore the work of QES as experienced by classroom staff.

Specifically, classroom staff will be asked to describe strategies or steps taken by QES during the school year to improve the classroom. This question should be answered for each CSP classroom by staff who work in the classroom (i.e., teachers and classroom aids). Classroom staff should be encouraged to document these strategies, and collaborate on the narrative throughout the school year. The following guiding questions can be posed to classroom staff to help them work together to draft the narrative:

- Has our classroom improved?
- How has our classroom improved? (Or how has it not improved?)
- Who are the CSP Quality Essential Staff that have worked in our classroom?
- Did CSP Quality Essential Staff help us to improve?
- How did CSP Quality Essential Staff help us to improve?
- What are some challenges in my classroom that CSP Quality Essential Staff have identified and worked to solve?
- What specific strategies have CSP Quality Essential Staff used to help our classroom improve? (i.e., professional development, parent participation and family support, curriculum development, instructional strategies, classroom management, etc.)
- How have Quality Essential Staff worked together to help our classroom improve?

The narrative should be no longer than 5000 characters (about 1 page of single spaced text). Some MOE classrooms may not receive support from QES. In this situation "N/A" is an acceptable response and may apply to most MOE classrooms. The quality improvement narrative can be collected in a number of ways, but it is important to remember that these

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[3] Teachers and other classroom staff may come and go during the school year. Additionally, some teachers and/or classroom staff may work and teach in multiple classrooms. Since the unit of analysis for the evaluation of CSP is the classroom, it may be necessary to collect teacher data and associate it to multiple classrooms. Additionally, some classrooms may have cycled through multiple teachers or other classroom staff as they move within or away from the organization. It is necessary to document which staff have worked in the classroom over the course of the year or assessment cycle.

narratives must be entered into the CSP Data Profile System during the Spring reporting cycle; therefore, it is advisable to collect the quality improvement narrative in electronic format so that it can be easily copied into the appropriate field of the CSP Data Profile System. The quality improvement narratives should be collected only once per year toward the end of the Spring cycle.

Quality Essential Staff (QES)

Data about QES are essentially the same data collected about QES through the data profile bi-annual update. QES data include staff type and degree type. These data are necessary to document which QES are working in which classrooms as well as their qualifications. The following table describes each data element under QES and explains the purpose for collecting each data element.

Table 5: Quality Essential Staff (QES)

Element	Description	Purpose
QES ID:	Indicates local QES ID	Option for county staff to note local QES ID. Will help First 5 California identify which QES have worked in the classroom
QES type	Indicates the type of QES working in the classroom. Possible types of QES include: • Early Education Expert (EEE) • Family Support Specialist (FSS) • Local Evaluator (LE) • Mental Health Specialist (MHS)	Necessary as a compliance measure to document which QES are working with the classroom. Useful as a process measure to examine where different types of QES are focusing their efforts.
QES degree type	Indicates level of education, degree types, and fields of study for each QES working in the classroom. Categories include: • Bachelor's Degree—Other • Bachelor's Degree—Social Work • Master's Degree—Other • Master's Degree—Child Development • Master's Degree—Child Psychology • Master's Degree—Educational Psychology • Master's Degree—Human	Necessary as a compliance measure to ensure that QES are qualified. Useful for producing descriptive statistics of QES working in CSP classrooms

	Development	
	• Master's Degree—Special Education	
	• Master's Degree—ECE/CD	
	• Ph.D.—Child Development	
	• Ph.D.—Child Psychology	
	• Ph.D.—Human Development	
	• Ph.D.—Educational Psychology	
	• Ph.D.—Special Education	

Funding

Funding data describe funding sources and streams for each CSP classroom. These data about funding and funding streams are the same data collected through the data profile bi-annual update process. County staff will be required to indicate all applicable funding sources by selecting all funding sources and streams that apply from an exhaustive list of funding sources. The possible funding sources include:
- External corporation or business
- External foundation
- External gifts or donations
- External non-profit organization
- Federal Early Head Start
- Federal Head Start
- Federal Migrant Head Start
- Other federal (i.e., Race to the Top)
- Local Government (county, city, LEA)
- Other local source
- Local Proposition 10
- Other
- State alternative payment
- State general child care
- State other
- State Preschool
- State Proposition 10

Data about funding are necessary for understanding possible effects of different funding streams when examining all site and classroom level processes and outcomes. Additionally, these data are used for analyzing compliance as part of the original classroom profile bi-annual update.

Ratios

As with QES and funding, data about classroom ratios are essentially the same data that were collected through the data profile bi-annual update process. Classroom ratios are ratios of either teachers or providers to children of different age groups. For these data elements, age categories of children will coincide with California Title 5 age category definitions: infants (0 to 17 months), toddlers (18 to 35 months), and preschool (36 months to kindergarten entry)[4]. Acceptable teacher/provider to child ratios are outlined in CSP RFA 1 and are in alignment with Title 5 and Title 22 guidelines. Teachers are defined in Title 5 as persons with a Child Development Teacher Permit or higher.

Data on classroom ratios are collected by six data elements. County staff are required to report appropriate provider to preschooler, teacher to preschooler, provider to toddler, teacher to toddler, provider to infant, and teacher to infant ratios for all CSP classrooms. These are essentially measures of the number of preschoolers, toddlers, or infants per every teacher or provider in a classroom. These data are necessary as a compliance measure of quality to determine if CSP classrooms are meeting QE or MOE classroom ratio requirements.

ECERS/ITERS/FCCERS (ERS Global Scores)

Data collected under this category are essentially the same data collected for the data profile bi-annual update under the same heading and consist of the type of ERS assessment that was performed in the classroom (if any), the date the assessment was performed, and the average global ERS score produced through the assessment. ERS assessments should be conducted in CDE-funded programs according to CDE guidelines; ERS assessments are optional for classrooms not funded by CDE. ERS global scores are necessary as a compliance measure to determine if CSP classrooms are performing the required assessments and meeting quality criteria outlined in CSP RFA 1. (ERS global score is the average subscale score.) It is important to note that all CSP classrooms funded by CDE are only required to report ERS *global* scores to First 5 California; CSP evaluation classrooms, on the other hand, are required to report ERS *item level scores within each subscale* in addition to the global score to be collected under this category. The particulars of how evaluation classrooms are to report ERS assessment results (i.e., item level and subscale scores) will be explained below in the section on assessment results.

Assessment

Assessment data include observation-based data or developmental screenings for teachers or children in the classroom. Some of the data on assessments and developmental screenings collected under this data category, specifically assessment type and frequency, were previously collected through the data profile bi-annual update process and were considered

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[4] These age categories were modified so that they would define mutually exclusive age categories.

compliance measures. This new data category, however, greatly expands upon what information was originally collected about developmental screenings and assessments.

Assessment data will still include an indication of the types of assessments performed in the classroom, the frequency of selected assessments (i.e., number of assessments and assessment schedules), and results of developmental screenings in the form of counts of children identified with special needs and counts of children receiving developmental services; these data can be referred to as *developmental screening and assessment activity*. For evaluation classrooms, particular assessments (i.e., ECERS, ITERS, FCCERS, DRDP, and CLASS) will be associated with in-depth data collection forms designed to collect assessment results in the form of item, dimension, domain, and measure level scores as appropriate; these data can be referred to as *assessment results*. Both developmental screening and assessment activity and assessment results are included under the *assessment* data category.

Under the assessment data category, data collection procedures for evaluation and non-evaluation classrooms will be very different. Non-evaluation classrooms are only required to submit data about types of assessments performed in the classroom, the frequency of those assessments, and data about the results of developmental screening (i.e., a total count of children screened for developmental delays, and a count of children receiving developmental services). Evaluation classrooms are required to submit DRDP Fall and Spring aggregate results at the measure level, ERS assessment results at the item level, and CLASS assessment results at the dimension and domain levels in accordance with the appropriate Fall and Spring assessment and reporting cycles. These are in addition to the data required for non-evaluation classrooms under this category. Local Evaluators are responsible for submitting assessment results to First 5 California by the established Fall and Spring due dates; other county staff will be responsible for reporting on developmental screening and assessment activity.

Developmental Screening and Assessment Activity

Data about developmental screening and assessment activity include types of assessments and developmental screenings used in the classroom and the results of this activity. The following table describes each data element collected about developmental screening and assessment activity and explains the purpose for collecting each element. Additionally, possible data collection procedures are included for particular elements within the *Description* column. Data elements associated with the reporting of assessment results for evaluation classrooms are covered in detail in the next section.

Table 6. Developmental Screening and Assessment Activity

Element	Description	Purpose
Assessment or screening tool type	Used to indicate the types of assessments and developmental screenings used in the classroom to examine the environment (classroom level) and also to screen individual children for developmental delays (individual	Necessary as a structure and process measure to examine what assessment and screening tools are typically being used in CSP classrooms. Also useful as a compliance measure to help determine if CSP classrooms are meeting certain quality criteria

	child level). Assessment types include: • ASQ • ASQ-SE • CLASS • DECA • DECA-IT • DRDP-PS • DRDP-IT • PLS-4 • Pre IPT Oral English Test • Woodcock Johnson (WJ3) • Other Data can be obtained through program records of screenings and referrals for developmental services, from CSP teachers that are working with screening tools in the classroom, or from QES such as the Mental Health Specialist (MHS) or Family Support Specialist (FSS)	
Other assessment or screening tool type	Indicates additional assessment and screening tools used in the classroom that are not included in the list of assessment tool types	Necessary to capture additional screening tools used in the classrooms that may not be captured by assessment or screening tool type
Assessment frequency (if applicable)	Indicates the scheduling for the assessment. Categories include: • Annual • Every two years • Quarterly • Semi-annual	Necessary as a compliance measure to indicate how often different assessments and screening tools are used in the classroom
Assessment count	Indicates the total number of times the selected assessment or screening tool was used	Necessary as a compliance measure to indicate how often different assessments and screening tools are used in the classroom. Useful as a process measure of developmental screening activity
Total number of children identified with special needs to date this school year	Indicates the number of *new* children who have been identified as having special needs in the classroom to date over the course of the school year. This count excludes any children who were	Necessary as a process measure to gauge whether or not CSP sites are identifying specific target populations

	already receiving developmental services. Data can be obtained through program records of screenings and referrals for developmental services, from CSP teachers who are working with screening tools in the classroom, or from QES such as the Mental Health Specialist (MHS) or Family Support Specialist (FSS)	
Total number of children receiving developmental services this school year	Indicates the total number of children in this classroom who have received developmental services to date this school year. Many types of services can be counted under this item (e.g., speech therapy, physical therapy, family counseling or referrals for other mental health or developmental services). Data can be obtained through program records of screenings and referrals for developmental services, from CSP teachers who are working with screening tools in the classroom, or from QES such as the Mental Health Specialist (MHS) or Family Support Specialist (FSS)	Necessary as a process measure to gauge the extent to which CSP sites are serving children with special needs or developmental delays

Assessment Results

Assessment results are considered classroom data. First 5 California requires that two assessments be performed on all evaluation classrooms. The two types of assessments are: Environment Rating Scales (ERS), which include the Early Childhood Environment Rating Scale (ECERS), the Infant/Toddler Environment Rating Scale (ITERS), and the Family Child Care Environment Rating Scale (FCCERS); and the Classroom Assessment Scoring System (CLASS). Additionally, Fall and Spring DRDP assessments are required for each child in CSP evaluation classrooms; the results of these assessments are to be aggregated by classroom and reported to First 5 California along with ERS and CLASS assessment results during the appropriate Fall or Spring assessment and reporting cycles. Assessment results are required for all CSP evaluation classrooms. The deadline for submittal of ERS results and Fall (pre) DRDP data collected in the Fall from evaluation classrooms is 11:59 p.m. on January 31st. The deadline for submittal of CLASS results and Spring (post) DRDP data collected in the Spring from evaluation classrooms is 11:59 p.m. on July 31st.

Desired Results Developmental Profile (DRDP). The DRDP instruments (DRDP-PS, DRDP-IT and DRDP *access*[5]) are the primary components of CDE's Desired Results (DR) system which, seeks to improve the quality of education programs provided to children from birth to age 12 across the state. A complete explanation of the DR system and DRDP is beyond the scope of this Guidebook; a fuller description and various reference materials are available on the CDE website and WestEd's website: http://www.wested.org/desiredresults/training/. DRDP instruments help teachers track individual children's development across a developmental continuum (CDE 2010). They are "authentic" observational assessments based on naturalistic and participant observation methodology and are designed to guide teachers through the process of observing and documenting the development of children (McLean, Edelman, and Salcedo 2011). There are three consecutive yet overlapping assessments that correspond to three age ranges: from birth to 36 months the DRDP Infant/Toddler (DRDP-IT), is appropriate; from 3 years to kindergarten entry, DRDP Preschool (DRDP-PS) is appropriate; and from kindergarten through age 12, DRDP School Age (DRDP-SA) is appropriate[6] (CDE 2010). Additionally, DRDP *access* is appropriate for children with special needs.

CDE guidelines require that each child in CDE-funded programs be assessed with one of the DRDP instruments within six months of their entry into the program and then again six months thereafter (pre- and post-assessment). Additionally, all children with an IEP or IFSP are required to be assessed using DRDP *access*. First 5 California will not collect this individual child-level data; however, First 5 California will collect aggregate pre- and post- classroom level assessment data in the form of counts of children at each developmental level for DRDP-PS and DRDP-IT. CDE and WestEd have developed Group Data Excel files for DRDP-PS and DRDP-IT that should be useful for aggregating DRDP results for submittal to First 5 California. They can be found at http://www.wested.org/desiredresults/training/form_drdp.htm.

DRDP aggregate data will be utilized as a contextual data about the effective of CSP quality enhancements on child developmental gains. Aggregated assessment data from pre-assessments will be compared to aggregated data from post-assessments to document the overall developmental gains of children in CSP evaluation classrooms. Submittal of aggregated classroom-level DRDP assessment data for CSP evaluation classrooms is required for the evaluation of CSP. Both pre- and post- DRDP-IT and DRDP-PS aggregate assessment data are considered classroom data. Specific data collection requirements for each DRDP assessment instrument are explained below.

DRDP Preschool (DRDP-PS). DRDP-PS is divided into seven developmental domains. Each developmental domain is further separated into a number of measures. Each measure of each domain is associated with a continuum of four successive developmental levels: exploring, developing, building, and integrating. The observer (or teacher) is required to rate the development of each child in terms of these developmental levels by observing and

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[5] Although DRDP *access* is mentioned here under classroom data, First 5 California will be collecting aggregate DRDP *access* data as site data (i.e. at the site level).
[6] DRDP-SA will not be used in this evaluation.

documenting specific evidence that the child has reached (or not reached) a particular developmental level.

First 5 California will collect DRDP-PS aggregated data in the form of counts of children at each developmental level of each measure of each domain for pre- and post- DRDP-PS assessments. The following table lists the developmental levels of each measure and the measures under each domain for DRDP-PS.

Table 7. DRDP-PS

Domain	Measures	Developmental Levels
Self and Social Development	- Identity of self - Recognition of own skills and accomplishments - Expressions of empathy - Impulse control - Taking turns - Awareness of diversity in self and others - Relationships with adults - Cooperative play with peers - Socio-dramatic play - Friendships with peers - Conflict negotiation - Shared use of space and materials	- Exploring - Developing - Building - Integrating
Language and Literacy Development	- Comprehension of meaning - Following increasingly complex instructions - Expression of self through language - Language in conversation - Interest in literacy - Comprehensions of age appropriate text presented by adults - Concepts about print - Phonological awareness - Letter and work knowledge - Emergent writing	- Exploring - Developing - Building - Integrating
English Language Development	- Comprehension of English - Self-expression in English - Understanding and response to English literacy activities - Symbol, letter, and print knowledge in English	- Exploring - Developing - Building - Integrating
Cognitive Development	- Cause and effect - Problem solving	- Exploring - Developing

	• Memory and knowledge • Curiosity and initiative • Engagement and persistence	• Building • Integrating
Mathematical Development	• Number sense of quantity and counting • Number sense of mathematical operations • Classification • Measurement • Shapes • Patterning	• Exploring • Developing • Building • Integrating
Physical Development	• Gross motor movement • Balance • Fine motor skills	• Exploring • Developing • Building • Integrating
Health	• Personal care routines • Health lifestyle • Personal safety	• Exploring • Developing • Building • Integrating

DRDP Infant/Toddler (DRDP-IT). DRDP-IT is divided into five developmental domains. Each developmental domain is further separated into a number of measures. The developmental levels associated with each measure of DRDP-IT are different from DRDP-PS. DRDP-IT makes use of two distinct developmental continuums. The first continuum includes the following developmental levels: responding with reflexes, expanding responses, acting with purpose, discovering ideas, developing ideas, and connecting ideas. The developmental levels for measures under the Motor and Perceptual Development domain are moving with reflexes, combining simple movements, coordinating simple movements, exploring complex movements, making complex movements, and expanding complex movements. The observer (or teacher) is required to rate the development of each child in terms of these developmental levels by observing and documenting specific evidence that the child has reached (or not reached) a particular developmental level in terms of a specific measure. First 5 California will collect DRDP-IT aggregated data in the form of counts of children at each developmental level of each measure of each domain for pre and post DRDP-IT assessments. The following table lists the developmental levels of each measure and the measures under each domain for DRDP-IT.

Table 8. DRDP-IT

Domain	Measures	Developmental Levels
Self and Social Development	• Identity of self in relation to others • Recognition of ability • Self-expression • Empathy • Self-comforting	• Responding with reflexes • Expanding responses • Acting with purpose • Discovering Ideas

	• Seeking others' help to regulate self • Responsiveness to other's support • Impulse control • Interaction with adults • Relationships with familiar adults • Interaction with peers • Relationships with familiar peers • Social understanding	• Developing ideas
Language and Literacy Development	• Language comprehension • Responsiveness to language • Communication of needs, feelings and interests • Reciprocal communication • Interest in literacy • Recognition of symbols	• Responding with reflexes • Expanding responses • Acting with purpose • Discovering Ideas • Developing ideas
Cognitive development	• Cause and effect • Problem solving • Imitation • Memory • Symbolic play • Curiosity • Attention maintenance • Understanding event sequences through personal care routines • Number • Classification and matching • Space and size	• Responding with reflexes • Expanding responses • Acting with purpose • Discovering Ideas • Developing ideas
Motor and perceptual development	• Gross motor • Balance • Fine motor • Eye-hand coordination	• Moving with reflexes • Combining simple movements • Coordinating simple movements • Exploring complex movements • Expanding complex movements
Health	• Safety	• Responding with reflexes • Expanding responses • Acting with purpose

| | | • Discovering Ideas |
| | | • Developing ideas |

ERS Assessments. The Environment Rating Scales are designed to assess the quality of ECE environments through observation of the activities of children, teachers, other staff, and parents as well as the interactions that they all have with the materials and objects in their environment and with each other (Cryer, Harms and Riley 2003). The CSP evaluation makes use of three different ERS instruments. ECERS is used to measure quality in environments serving children from 2 to 5 years of age; ITERS is used to measure quality in environments serving children from birth to 2 ½ years of age; and FCCERS is used to measure quality in family child care environments. ECERS, ITERS, and FCCERS are separated into seven subscales—each subscale is associated with a number of items that serve as dimensions of the subscale, and each item is associated with a number of indicators for that dimension. Specific indicators for each item in each dimension of each subscale differ from tests to test in relation to what would be appropriate for the target age group or setting type. First 5 California will collect ERS item-level scores within each subscale; these scores will range from 1 to 7.[7] What follows is a table for each ERS instrument that lists each item under each subscale.

Table 9. Early childhood Environment Rating Scale (ECERS)

Subscale	Item
Space and Furnishings	• Indoor space • Furniture for routine care, play, and learning • Furnishings for relaxation and comfort • Room arrangement for play • Space for privacy • Child-related display • Space for gross motor play • Gross motor equipment
Personal Care Routines	• Greetings/departing • Meals/snacks • Nap/rest • Toileting/diapering • Health practices • Safety practices
Language Reasoning	• Books and pictures • Encouraging children to communicate • Using language to develop reasoning skills • Informal use of language
Activities	• Fine motor

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[7] ERS instruments allow for dimensions to not be scored. However, to meet the data collection requirements of this evaluation, all ERS dimensions *must* be scored and those scores submitted to First 5 California by the established due dates.

	• Art • Music/movement • Blocks • Sand/water • Dramatic play • Nature/science • Math/number • Use of TV, video, and/or computers • Promoting acceptance of diversity
Interaction	• Supervision of gross motor activities • General supervision of children • Discipline • Staff child interactions • Interactions among children
Program Structure	• Schedule • Free play • Group time • Provisions for children with disabilities
Parents and Staff	• Provisions for parents • Provisions for personal needs of staff • Provisions for professional needs of staff • Staff interaction and cooperation • Supervision and evaluation of staff • Opportunities for professional growth

Table 10. Infant/Toddler Environment Rating Scale (ITERS)

Subscale	Item
Space and Furnishings	• Indoor space • Furniture for routine care and play • Provisions for relaxation and comfort • Room arrangement • Display for children
Personal Care Routines	• Greetings/departing • Meals/snacks • Nap • Toileting/diapering • Health practices • Safety practices
Listening and Talking	• Helping children understand language • Helping children use language • Using books
Activities	• Fine motor

	• Active physical play • Art • Music and movement • Blocks • Dramatic play • Sand and water play • Nature/science • Use of TV, video and/or computers • Promoting acceptance of diversity
Interaction	• Supervision of play and learning • Peer interaction • Staff-child interactions • Discipline
Program Structure	• Schedule • Free play • Group play activities • Provisions for children with disabilities
Parents and Staff	• Provisions for parents • Provisions for personal needs of staff • Provisions for professional needs of staff • Staff interaction and cooperation • Staff continuity • Supervisions and evaluation of staff • Opportunities for professional growth

Table 11. Family child Care Environment Rating Scale (FCCERS)

Subscale	Item
Space and Furnishings	• Indoor space for child care • Furniture for routine care, play, and learning • Provisions for relaxation and comfort • Arrangement of indoor space for child care • Display for children • Space for privacy
Personal Care Routines	• Greeting/departing • Nap/rest • Meals/snacks • Diapering/toileting • Health practices • Safety practices
Listening and Talking	• Helping children understand language • Helping children use language • Using books

Activities	- Fine motor - Art - Music movement - Blocks - Dramatic play - Math/number - Nature/science - Sand and water play - Promoting acceptance of diversity - Use of TV, video, and/or computer - Active physical play
Interactions	- Supervision of play and learning - Provider-child interactions - Discipline - Interactions among children
Program Structure	- Schedule - Free play - Group time - Provisions for children with disabilities
Parents and Staff	- Provisions for parents - Balancing personal and caregiving responsibilities - Opportunities for professional growth - Provisions for professional needs

Classroom Assessment Scoring System (CLASS). CLASS is an observation based assessment instrument designed to measure classroom quality by scoring interactions between students and teachers in classrooms as well as the teacher's use of the classroom environment (e.g., materials in the classroom) (Pienta, Paro, and Hamre 2008). CLASS differs from the ERS instruments in that observers focus on interactions between students and teachers and between teachers and the physical classroom environment and not on the absence or presence of particular materials or types of space. Classroom quality is measured by way of three domains. Each domain is associated with a number of dimensions that serve as measures of the domain. Each of these dimensions is associated with specific observable activities and types of interactions, indicators of the measure. First 5 California will collect CLASS scores for each dimension of each domain. What follows is a table listing these dimensions by domain.

Table 12. Classroom Assessment Scoring System (CLASS)

Domain	Dimension
Emotional Support	- Positive climate - Negative climate - Teacher sensitivity - Regard for student perspectives

Classroom Organization	• Behavior management • Productivity • Instructional learning formats
Instructional Support	• Concept development • Quality of feedback • Language modeling

SITE DATA

Site data will be collected for *all CSP sites* and consist of information about parent outreach, involvement, and support; information about professional development activities; aggregate results from DRDP *access* assessments; and aggregate results of the DRDP Parent Survey. Site data are to be submitted to First 5 California once a year at the end of the school year. The yearly deadline for submittal of all site data to First 5 California is 11:59 pm on July 31st.

Purpose of Site Data

Site data are collected for all CSP sites and are necessary for program-level structural and process analyses of CSP and to examine outcomes for staff, parents, and children with special needs at the program level. Site data will be used to report on various activities of CSP sites. Specifically, site data will be used to measure classroom staff support and professional development activities; levels of parent involvement, outreach, and satisfaction; and developmental gains of children with special needs. CSP site data are intended to take the place of some data previously collected for PoP in the Annual Report system (through FY 2011-12).

Outreach and Support

The following table describes data elements under the Outreach and Support category of the Site Data level and explains the purposes for collecting each data element. These data elements are, to some extent, exploratory in nature, as they are intended to identify strategies CSP sites use to engage and empower parents, and how CSP sites are working to support and even enhance the early learning workforce in California.

Table 13. Outreach and Support

Element	Description	Purpose
First 5 California sponsored outreach, engagement, or support activities provided to parents	Narrative describing any First 5 California sponsored outreach, engagement, or support activities that were provided to parents of children in CSP classrooms at the site. This information can be obtained from program records, attendance or other records from different activities in which parents were involved, the Family support Specialist or other QES, or from parents of children at the CSP site themselves through the DRDP Parent Survey or another survey	Necessary for process analysis, specifically to help First 5 California understand what types of parent outreach, engagement, or support activities are provided at CSP sites. A narrative style response is preferable because these types of activities can vary greatly in terms of goals and/or specific objectives
Counts of	Indicates total number of	Necessary for process analysis and to

participants in each type of parent engagement and support opportunity	participants in each of the following types of engagement and support opportunities: • Advisory boards • Parent-teacher conferences • Classroom volunteer activities • Educational opportunities to support parenting and child development • Social support activities This information can be obtained from program records, attendance or other records from different activities in which parents were involved, the Family Support Specialist or other QES, or from parents of children at the CSP site themselves through the DRDP Parent Survey or another survey	measure outcomes at the site level, specifically to gauge how parents are involved in activities at the site as well as the level of involvement in these activities
First 5 California sponsored training and/or professional development opportunities provided to staff	Narrative describing any First 5 California sponsored training and/or professional development opportunities that were provided to classroom staff at the site. This information can be obtained from program records, attendance or other records from different training or professional development opportunities in which classroom staff were involved, the Early Learning Systems Specialist or other QES, or from classroom staff themselves through a survey	Necessary for process analysis, specifically to help First 5 California understand what types of training and professional development opportunities are provided to CSP classroom staff. A narrative style response is preferable because these types of activities can vary greatly in terms of goals and/or specific objectives
Total count of staff participating in First 5 sponsored training and professional development	Indicates the total number of staff taking part in First 5 California sponsored training and professional development opportunities. This information can best be obtained from attendance records from different training or professional development	Necessary for process analysis, specifically to gauge how many staff participate in training and professional development opportunities to help First 5 California understand how many teachers and classroom staff are being served in this way through CSP sites

opportunities	opportunities in which classroom staff were involved. These data could also conceivably be collected through a survey of CSP teachers and other classroom staff	

DRDP access

DRDP *access* is an assessment instrument used for tracking the development of children with special needs and is part of CDE's Desired Results system. A full description of DRDP *access* and associated regulations is beyond the scope of this guidebook. Please visit the Desired Results *access* Project website at http://www.draccess.org for more information on DRDP *access* instruments, guidelines, strategies, and training on how to use the tool.

DRDP *access* is divided into 10 developmental domains. Each developmental domain is further separated into a number of measures. The developmental levels associated with each measure of DRDP *access* are different from DRDP-PS and DRDP-IT. Developmental levels for DRDP *access* can range from 0 to 9; each number serves as a developmental level and corresponds to particular observable activities that would serve as indicators of the level. Different measures have different ranges of developmental levels, and some measures will skip levels. For instance, the measure "Interest in literacy" is associated with eight developmental levels (1-9) whereas "Comprehension of text" is associated with six developmental levels (0 and 5-9). The observer (or teacher) is required to rate the development of each child in terms of these developmental levels by observing and documenting specific evidence that the child has reached (or not reached) a particular developmental level in terms of a particular measure.

All children with an IEP or IFSP are required to be assessed using DRDP *access*. First 5 California will not collect individual child-level data; however, First 5 California will collect aggregate pre- and post- site level assessment data in the form of counts of children at each developmental level of DRDP *access* across sites. Local Evaluators are encouraged to work with other QES and teachers serving children with special needs to develop systems and or processes to track and aggregate DRDP *access* results for submittal to First 5 California. The following table lists the developmental levels of each measure and the measures under each domain for DRDP *access*.

Table 14. DRDP *access*

Domain	Measures	Developmental Levels
Self-Concept	• Identity of self • Recognition of own skills and accomplishments • Self-expression	1-8 1-8 1-8 Note: the number of children that teachers or providers were unable to rate should be reported for

		each measure of each domain
Social and Interpersonal Skills	• Expressions of empathy • Interactions with adults • Relationships with familiar adults • Developing friendships • Building cooperative play with other children • Conflict negotiation • Awareness of diversity	1-7 1-5 1-7 1-7 1-7 0, 3-7 1-7
Self-Regulation	• Impulse control • Seeking other's help to regulate self • Responsiveness to other's support • Self-comforting • Taking turns	1-8 1-5 1-5 1-5 0, 4-8
Language Comprehension	• Language comprehensions • Responsiveness to language • Expresses self through language • Uses language in conversation	1-9 1-9 1-9 1-9
Learning	• Curiosity and initiative • Attention maintenance and persistence • Memory • Cause and effect • Engages in problem-solving • Object and pretend play	1-8 1-8 1-8 1-8 1-8 1-8
Math	• Understands quantity and counting • Math operations • Comparison and quantity • Shapes • Time • Classification and matching • Measurement • Patterning	1-8 1-8 1-8 0, 4-8 1-8 1-8 1-8 0, 4-8
Literacy	• Interest in literacy • Concepts of print • Letter and word knowledge • Phonological awareness • Emerging writing • Comprehension of text	1-9 0, 5-9 1-9 1-9 0, 5-9 0, 5-9
Motor skills	• Movement • Balance	1-9 1-9

	• Grasp/release and manipulation	1-9
	• Eye-hand coordination	1-9
Safety and Health	• Toileting and hygiene	1-6
	• Dressing	1-6
	• Self-feeding	1-6
	• Personal safety	1-6
	• Eating and nutrition	1-6

DRDP Parent Survey

The DRDP Parent Survey was developed by CDE as part of the Desired Results (DR) system. It is provided as a tool to help programs and schools collect information from parents in order to gauge progress toward family-specific desired results. The survey is anonymous and is usually distributed to parents towards the end of the school year. CSP sites are encouraged through the CSP1 RFA to make use of this survey as it is an excellent tool to help plan strategies that would increase levels of parental involvement and satisfaction with CSP programs. The DRDP Parent Survey includes 30 Likert style, 18 yes or no, and 2 narrative style items gauging various aspects of parental involvement and satisfaction; First 5 California will collect *aggregate results* in terms of only two subsets of questions on the survey. These two subsets will serve as site-level outcome measures of parental involvement and satisfaction with CSP sites. Additionally, First 5 California will collect data to develop response rate statistics to contextualize the results of the survey. The following table describes the two subsets of the Parent Survey that First 5 California will utilize, and explains the purpose for collecting data within that subset as well as data that will be used to calculate response rates.

Table 15. DRDP Parent Survey

Element	Description	Purpose
Total number of parents at each level of satisfaction for question 1 on the DRDP Parent Survey	Same as question 1 on DRDP Parent Survey. Indicates the respondent's overall level of satisfaction	Outcome measure of parents' general overall satisfaction with the CSP site. Useful for measuring outcomes of parent engagement and support activities
Total number of parents at each level of satisfaction for questions on the *satisfaction* subset of the DRDP Parent	Same as question 6, measures A through Q, on the DRDP Parent Survey. Indicates the respondent's level of satisfaction with the following: • Hours of operation • Location • Number of adults working with children	Outcome measure of parents' level of satisfaction with different characteristics of the CSP site. Useful for measuring very specific outcomes of parent engagement and support activities

Survey	• Background and experience of staff • Language spoken by staff • How program staff communicate with you • Meeting the individual needs of your child • Interactions between staff and children • Interactions with other parents • Parent involvement • Equipment and materials • Cultural activities • Daily activities • Environment • Nutrition • Health and safety policies • How the program promotes learning and development	
Total number of parents answering yes and those answering no on the *informed* subset of the DRDP Parent Survey	Same as question 3, measures A through K, on the DRDP Parent Survey. Indicates whether or not parents feel informed about the following: • How children develop at different ages • How your child is growing and developing • How your child is doing in the program • Schedule of daily activities • What you can do to help your child learn and develop • Parenting skills • How to find other services in the community • Where to report health or safety concerns • Experience and training of program staff • Discipline procedures	Outcome measure of parents' knowledge of different aspects of the CSP site. Useful for measuring very specific outcomes of parent engagement and support activities

	• How you can get involved with your child's program	
Number of Surveys that were distributed to parents of children at the site	Indicates the number of DRDP Parent Surveys that were distributed to parents	Necessary to produce a response rate statistic to contextualize results of the parent survey
Number of surveys that were collected from parents of children at the site	Indicates the number of DRDP Parent Surveys that were returned to the site by parents	Necessary to produce a response rate statistic to contextualize results of the parent survey

DRDP Parent Survey procedures. The DRDP Parent survey should be distributed by CSP sites to all parents of children being served at the site in accordance with CDE guidelines. It is advisable to send out reminder notices to parents who have not returned the survey to increase response rates. WestEd and CDE have developed spreadsheets that are useful to aggregate DRDP parent Survey results in preparation for submittal to First 5 California; these spreadsheets can be found here: http://www.wested.org/desiredresults/training/form_ps.htm. CSP sites can develop their own system and/or processes to collect and aggregate the survey results, but it is advisable to use the spreadsheets already developed by WestEd and CDE.

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APPENDIX A: CSP EVALUATION DATA DICTIONARY

Classroom Demographics

Question	Categories/values/format	Variable type
Classroom ID:	N/A	Text Nominal 20 characters
Site ID:	N/A	Text Nominal 20 characters
Classroom Type:	• Quality Enhanced (QE) • Maintenance of Effort (MOE)	Boolean Nominal
Please provide a total count of children who have been served in this classroom to date this school year	##	Integer Continuous
Please provide counts of these children by the following age categories (Note: age category should reflect the age of the child at the end of the current reporting cycle)	• ##0-17 months (Infant) • ##18-35 months (Toddler) • ##36 months to kindergarten entry	Integer Continuous
Please provide counts of these children by the following racial and ethnic categories.	• ##American Indian or Alaska Native • ##Asian • ##Black or African American • ##Hispanic or Latino • ##Native Hawaiian or Pacific Islander • ##White • ##Two or more races • ##Other	All Integer All Continuous

How many of these children primarily speak a language other than English at home (i.e., are Dual Language Learners or DLL)?	##	Integer Continuous
Please provide counts of the DLLs served in this classroom to date this school year by the following languages.	• ##Arabic • ##Armenian • ##Cantonese • ##Filipino (Pilipino or Tagalog) • ##Hmong • ##Japanese • ##Korean • ##Mandarin • ##Punjabi • ##Russian • ##Spanish • ##Vietnamese • ##Other • ##Unknown	All Integer All Continuous
Please specify other language:	N/A	Text Nominal 20 characters
How many of the children served in this classroom to date this school year are the children of seasonal migrants? (Enter "0" if unknown)	##	Integer Continuous
How many of the children served in this classroom to date this school year have	##	Integer Continuous

an Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP)?		

Teacher Data

Question	Categories/values/format	Variable type
Classroom ID:	N/A	Text Nominal 20 characters
Teacher ID:	N/A	Text Nominal 20 characters
Gender (Check one)	• Male • Female	Boolean Nominal
Race/Ethnicity (Check one)	• American Indian or Alaska Native • Asian • Black or African American • Hispanic or Latino • Native Hawaiian or Pacific Islander • White • Two or more races • Other	Categorical Nominal
What language does this teacher use most often with the children in their classroom? (Check one)	• Arabic • Armenian • Cantonese • English • Filipino (Pilipino or Tagalog) • Hmong • Japanese	Categorical Nominal

	• Korean • Mandarin • Punjabi • Russian • Spanish • Vietnamese • Other • Unknown	
Please specify other language:	N/A	Text Nominal 20 characters
What is this teacher's highest level of education to date? (Check one)	• Less than high school • High school or GED • Some college • Associate's degree (2 year degree) • Bachelor's degree (4 year degree) • Master's degree (i.e. M.Ed, MBA, etc.) • Doctorate or other advanced degree (i.e. Ed.D, Ph.D, etc.)	Categorical Nominal
Please indicate degree(s) this teacher has obtained to date that are associated with Early Childhood Education (ECE) or Child Development (CD)(Check all that apply)	• Associates degree • Bachelor's degree • Master's degree • Doctorate or other advanced degree	Categorical Nominal
Please indicate the total number of college level ECE or CD units that this teacher has completed to date	###	Integer Continuous
If this teacher holds a current California child	• Assistant teacher	Categorical Nominal

development permit, please indicate their current permit level.	• Associate teacher • Teacher • Master teacher • Site supervisor • Program director	
Is this teacher currently participating in CARES Plus?	• Yes • No	Boolean Nominal

Quality Improvement Narrative

Please describe strategies or steps taken by CSP Quality Essential Staff this school year to improve the classroom.	N/A	Text (Narrative) 4000 characters

Quality Essential Staff (QES)

QES ID:	N/A	Text Nominal 20 characters
QES type:	• Early Education Expert • Family Support Specialist • Local Evaluator • Mental Health Specialist	Drop down list Categorical Nominal
QES degree type:	• Bachelor's degree—Other • Bachelor's degree—Social Work • Master's degree—Other • Master's degree—Child Development • Master's degree—Child Psychology • Master's degree—Educational Psychology • Master's degree—Human Development	Drop down list Categorical Nominal

	- Master's degree—Special Education - Master's degree—ECE/CD - Ph.D.—Child Development - Ph.D.—Child Psychology - Ph.D.—Human Development - Ph.D.—Educational Psychology - Ph.D.—Special Education	
Other degree description:	N/A	Text Nominal 40 characters

Funding

Please specify funding sources or streams for this classroom (Check all that apply)	- External corporation or business - External foundation - External gifts or donations - External non-profit organization - Federal Early Head Start - Federal Head Start - Federal Migrant Head Start - Other federal (i.e., Race to the Top) - Local government (county, city , LEA) - Other local source - Local Proposition 10 - Other - State alternative payment - State general child care - State other - State Preschool - State Proposition 10	Categorical Nominal

Ratios

Provider/Preschooler Ratio	1 : ##	Integer Continuous
Teacher/Preschooler Ratio	1 : ##	Integer Continuous
Provider/Toddler Ratio	1 : ##	Integer Continuous
Teacher/Toddler Ratio	1 : ##	Integer Continuous
Provider/Infant Ratio	1 : ##	Integer Continuous
Teacher/Infant Ratio	1 : ##	Integer Continuous

Assessment—Developmental Screening and Assessment Activity)

Assessment Tool Type	- ASQ - ASQ-SE - CLASS - DECA - DECA-IT - DRDP-PS - DRDP-IT - PLS-4 - PPVT-4 - Pre IPT Oral English Test - Woodcock Johnson - Other	Drop down list Categorical Nominal
Other assessment tool type	N/A	Text

description		Nominal 20 characters
Assessment frequency (if applicable)	• Annual • Every 2 years • Quarterly • Semi-annual	Drop down list Categorical Nominal
Please indicate the total number of times this tool has been used in this classroom this school year to date	###	Integer Continuous
Please indicate the total number of children in this classroom who have been identified as special needs this school year to date	##	Integer Continuous
Please indicate the total number of children from this classroom who have received developmental services this school year to date	##	Integer Continuous

Assessment Results—Desired Results Developmental Profile - Preschool (DRDP-PS)

Question/variable	Categories/values/format	Variable type
Classroom ID:	N/A	Text Nominal 20 characters
Are these pre or post assessment results?	• Pre • Post	Boolean Nominal
Self and Social Development (SSD)	Developmental levels:	All Integer

• Identity of self • Recognition of own skills and accomplishments • Expressions of empathy • Impulse control • Taking turns • Awareness of diversity in self and others • Relationships with adults • Cooperative play with peers • Socio-dramatic play • Friendships with peers • Conflict negotiation • Shared use of space and materials	• ##Exploring • ##Developing • ##Building • ##Integrating	All continuous
Language and Literacy Development (LLD) • Comprehension of meaning • Following increasingly complex instructions • Expression of self through language • Language in conversation • Interest in literacy • Comprehension of age-appropriate text presented by adults • Concepts about print • Phonological awareness • Letter and word knowledge • Emergent writing	Developmental levels: • ##Exploring • ##Developing • ##Building • ##Integrating	All Integer All continuous
English Language Development (ELD) • Comprehension of English (receptive English)	Developmental levels • ##Exploring • ##Developing	All Integer All continuous

• Self-expression in English (expressive English) • Understanding and response to English literacy activities • Symbol, letter, and print knowledge in English	• ##Building • ##Integrating	
Cognitive Development (COG) • Cause and effect • Problem solving • Memory and knowledge • Curiosity and initiative • Engagement and persistence	Developmental levels: • ##Exploring • ##Developing • ##Building • ##Integrating	All Integer All continuous
Mathematical Development (MATH) • Number sense of quantity and counting • Number sense of mathematical operations • Classification • Measurement • Shapes • Patterning	Developmental levels: • ##Exploring • ##Developing • ##Building • ##Integrating	All Integer All continuous
Physical Development (PD) • Gross motor movement • Balance • Fine motor skills	Developmental levels: • ##Exploring • ##Developing • ##Building • ##Integrating	All Integer All continuous
Health (HLTH) • Personal care routines • Health lifestyle • Personal safety	Developmental levels: • ##Exploring • ##Developing • ##Building	All Integer All continuous

	• ##Integrating	

Assessment Results—Desired Results Developmental Profile Infant Toddler (DRDP-IT)

Question/variable	Categories/values/format	Variable type
Classroom ID:	N/A	Text Nominal 20 characters
Are these pre or post assessment results?	• Pre • Post	Boolean Nominal
Self and Social Development (SSD) • Identity of self in relation to others • Recognition of ability • Self-expression • Empathy • Self-comforting • Seeking others' help to regulate self • Responsiveness to others' support • Impulse control • Interaction with adults • Relationships with familiar adults • Interaction with peers • Relationships with familiar peers • Social understanding	Developmental levels: • ##Responding with reflexes • ##Expanding responses • ##Acting with purpose • ##Discovering ideas • ##Developing ideas	All Integer All continuous
Language and Literacy Development (LLD) • Language comprehension • Responsiveness to language • Communication of needs, feelings, and interests • Reciprocal communication	Developmental levels: • ##Responding with reflexes • ##Expanding responses • ##Acting with purpose • ##Discovering ideas • ##Developing ideas	All Integer All continuous

• Interest in literacy • Recognition of symbols	• ##Connecting ideas	
Cognitive Development (COG) • Cause and effect • Problem solving • Imitation • Memory • Symbolic play • Curiosity • Attention maintenance • Understanding event sequences through personal care routines • Number • Classification and matching • Space and size	Developmental levels: • ##Responding with reflexes • ##Expanding responses • ##Acting with purpose • ##Discovering ideas • ##Developing ideas	All Integer All continuous
Motor and Perceptual Development (MPD) • Gross motor • Balance • Fine motor • Eye-hand coordination	Developmental levels: • ##Moving with reflexes • ##Combining simple movements • ##Coordinating simple movements • ##Exploring complex movements • ##Making complex movements • ##Expanding complex movements	All Integer All continuous
Health (HLTH) • Safety	Developmental levels: • ##Responding with reflexes • ##Expanding responses • ##Acting with purpose • ##Discovering ideas • ##Developing ideas	All Integer All continuous

Assessment Results—Early Childhood Environment Rating Scale (ECERS)

Question/Variable	Categories/values/format	Variable type
Classroom ID:	N/A	Text Nominal 20 characters
Date of assessment:	MM/DD/YYYY	Date
Space and Furnishings: • Indoor Space • Furniture for routine care, play, and learning • Furnishing for relaxation and comfort • Room arrangement for play • Space for privacy • Child-related display • Space for gross motor play • Gross motor equipment	All 1-7	All Integer All continuous Bounded range
Personal Care Routines • Greetings/departing • Meals/snacks • Nap/rest • Toileting/diapering • Health practices • Safety practices	All 1-7	All Integer All continuous Bounded range
Language Reasoning • Book and pictures • Encouraging children to communicate • Using language to develop reasoning skills	All 1-7	All Integer All continuous Bounded range

• Informal use of language		
Activities • Fine motor • Art • Music/movement • Blocks • Sand/water • Dramatic play • Nature/science • Math/number • Use of TV, video, and/or computers • Promoting acceptance of diversity	All 1-7	All Integer All continuous Bounded range
Interaction • Supervisions of gross motor activities • General supervision of children • Discipline • Staff-child interactions • Interactions among children	All 1-7	All Integer All continuous Bounded range
Program Structure • Schedule • Free play • Group time • Provisions for children with disabilities	All 1-7	All Integer All continuous Bounded range
Parents and Staff • Provisions for parents • Provisions for personal needs of staff • Provisions for professional needs of	All 1-7	All Integer All continuous Bounded range

staff • Staff interaction and cooperation • Supervision and evaluation of staff • Opportunities for professional growth		

Assessment Results—Infant/Toddler Environment Rating Scale (ITERS)

Question/Variable	Categories/values/format	Variable type
Classroom ID:	N/A	Text Nominal 20 characters
Date of assessment:	MM/DD/YYYY	Date
Space and Furnishings: • Indoor Space • Furniture for routine care and play • Provisions for relaxation and comfort • Room arrangement • Display for children	All 1-7	All Integer All continuous Bounded range
Personal Care Routines • Greetings/departing • Meals/snacks • Nap • Toileting/diapering • Health practices • Safety practices	All 1-7	All Integer All continuous Bounded range
Listening and Talking • Helping children understand language • Helping children use language	All 1-7	All Integer All continuous Bounded range

• Using books		
Activities • Fine motor • Active physical play • Art • Music and movement • Blocks • Dramatic play • Sand and water play • Nature/science • Use of TV, video, and/or computers • Promoting acceptance of diversity	All 1-7	All Integer All continuous Bounded range
Interaction • Supervisions of play and learning • Peer interaction • Staff-child interactions • Discipline	All 1-7	All Integer All continuous Bounded range
Program Structure • Schedule • Free play • Group play activities • Provisions for children with disabilities	All 1-7	All Integer All continuous Bounded range
Parents and Staff • Provisions for parents • Provisions for personal needs of staff • Provisions for professional needs of staff • Staff interaction and cooperation	All 1-7	All Integer All continuous Bounded range

• Staff continuity • Supervision and evaluation of staff • Opportunities for professional growth		

Assessment Results—Family Child Care Environment Rating Scale (FCCERS)

Question/Variable	Categories/values/format	Variable type
Classroom ID:	N/A	Text Nominal 20 characters
Date of assessment:	MM/DD/YYYY	Date
Space and Furnishings: • Indoor Space for child care • Furniture for routine care and play • Furnishings for relaxation and comfort • Arrangement of indoor space for child care • Display for children • Space for privacy	All 1-7	All Integer All continuous Bounded range
Personal Care Routines • Greetings/departing • Nap/rest • Meals/snacks • Diapering/toileting • Health practices • Safety practices	All 1-7	All Integer All continuous Bounded range
Listening and Talking • Helping children understand language	All 1-7	All Integer All continuous Bounded range

• Helping children use language • Using books		
Activities • Fine motor • Art • Music/movement • Blocks • Dramatic play • Math/number • Nature/science • Sand and water play • Promoting acceptance of diversity • Use of TV, video, and/or computer • Active physical play	All 1-7	All Integer All continuous Bounded range
Interaction • Supervisions of gross motor activities • Provider-child interaction • Discipline • Interactions among children	All 1-7	All Integer All continuous Bounded range
Program Structure • Schedule • Free play • Group time • Provisions for children with disabilities	All 1-7	All Integer All continuous Bounded range
Parents and Staff • Provisions for parents • Balancing personal and caregiving responsibilities	All 1-7	All Integer All continuous Bounded range

• Opportunities for professional growth • Provisions for professional needs		

Assessment Results—Classroom Assessment Scoring System CLASS

Question/Variable	Categories/values/format	Variable type
Classroom ID:	N/A	Text Nominal 20 characters
Date of assessment:	MM/DD/YYYY	Date
Emotional Support Domain • Positive climate • Negative climate • Teacher sensitivity • Regard for student perspectives	1.00-7.00 1.00-7.00 1.00-7.00 1.00-7.00 1.00-7.00	All Integer All continuous Bounded range
Classroom Organization Domain • Behavior management • Productivity • Instructional learning formats	1.00-7.00 1.00-7.00 1.00-7.00 1.00-7.00	All Integer All continuous Bounded range
Instructional Support Domain • Concept development • Quality of feedback • Language modeling	1.00-7.00 1.00-7.00 1.00-7.00 1.00-7.00	All Integer All continuous Bounded range

Outreach and Support

Question/Variable	Categories/values/format	Variable type
Site ID:	N/A	Text Nominal 20 characters
Please describe any First 5	N/A	Text

California sponsored outreach, engagement or support activities that were provided to parents this school year.		(Narrative) 2000 characters
Please indicate the total number of participants in each type of First 5 California sponsored parent engagement and support opportunity this school year.	• ####Advisory board participation • ####Parent teacher conferences • ####Classroom volunteer activities • ####Educational opportunities to support parenting and child development • ####Social support activities	All integer All continuous
Please describe any First 5 California Sponsored training and/or professional development opportunities that were provided to staff this school year.	N/A	Text (Narrative) 2000 characters
Please indicate the total number of staff participating in any First 5 California sponsored training and professional development opportunities this school year.	####	Integer Continuous

Desired Results Developmental Profile - access (DRDP access)

Question/variable	Categories/values/format	Variable type
Site ID:	N/A	Text Nominal 20 characters

Are these pre or a post assessment results?	- Pre - Post	Nominal Boolean
Self-Concept (SELF) - Identity of self - Recognition of own skills and accomplishments - Self-expression	### at each level (1-8) ### at each level (1-8) ### at each level (1-8)	All Integer All continuous
Social and Interpersonal Skills (SOC) - Expressions of empathy - Interactions with adults - Relationships with familiar adults - Developing friendships - Building cooperative play with other children - Conflict negotiation - Awareness of diversity	### at each level (1-7) ### at each level (1-5) ### at each level (1-7) ### at each level (1-7) ### at each level (1-7) ### at each level (0, 3-7) ### at each level (1-7)	All Integer All continuous
Self-Regulation (REG) - Impulse control - Seeking other's help to regulate self - Responsiveness to other's support - Self-comforting - Taking turns	### at each level (1-8) ### at each level (1-5) ### at each level (1-5) ### at each level (1-5) ### at each level (0, 4-8)	All Integer All continuous
Language Comprehension (LANG) - Language comprehension - Responsiveness to language - Expresses self through language - Uses language in conversation	### at each level (1-9) ### at each level (1-9) ### at each level (1-9) ### at each level (1-9)	All Integer All continuous
Learning (LRN) Curiosity and initiative	### at each level (1-8)	All Integer All continuous

• Attention maintenance and persistence	### at each level (1-8)	
• Memory	### at each level (1-8)	
• Cause and effect	### at each level (1-8)	
• Engages in problem-solving	### at each level (1-8)	
• Object and pretend play	### at each level (1-8)	
Math (MATH)		All Integer
• Understands quantity and counting	### at each level (1-8)	All continuous
• Math operations	### at each level (1-8)	
• Comparison and quantity	### at each level (1-8)	
• Shapes	### at each level (0, 4-8)	
• Time	### at each level (1-8)	
• Classification and matching	### at each level (1-8)	
• Measurement	### at each level (1-8)	
• Patterning	### at each level (0, 4-8)	
Literacy (LIT)		All Integer
• Interest in literacy	### at each level (1-9)	All continuous
• Concepts of print	### at each level (0, 5-9)	
• Letter and word knowledge	### at each level (1-9)	
• Phonological awareness	### at each level(1-9)	
• Emerging writing	### at each level (0, 5-9)	
• Comprehension of text	### at each level (0, 5-9)	
Motor Skills (MOT)		All Integer
• Movement	### at each level (1-9)	All continuous
• Balance	### at each level (1-9)	
• Grasp/release and manipulation	### at each level (1-9)	
• Eye-hand coordination	### at each level (1-9)	
Safety and Health (SH)		All Integer
• Toileting and hygiene	### at each level (1-6)	All continuous
• Dressing	### at each level (1-6)	

• Self-feeding	### at each level (1-6)	
• Personal safety	### at each level (1-6)	
• Eating and nutrition	### at each level (1-6)	

DRDP Parent Survey

Question/Variable	Categories/values/format	Variable type
Site ID:	N/A	Text Nominal 20 characters
Please indicate the total number of parents at each level of satisfaction for question 1 on the DRDP Parent Survey: (How satisfied are you with the overall quality of this program?)	####Very satisfied ####Satisfied ####Not satisfied	All integer All continuous
How satisfied are you with these characteristics of your child's program? a) Hours of operation b) Location of program c) Number of adults working with children d) Background and experience of staff e) Languages spoken by staff f) How program staff communicate with you g) Meeting the individual needs of your child h) Interactions between staff and children i) Interactions with other parents j) Parent involvement k) Equipment and materials	Categories for each sub question are: ####Very satisfied ####Satisfied ####Not satisfied	All integer All continuous

l) Cultural activities m) Daily activities n) Environment o) Nutrition p) Health and safety policies and procedures q) How the program promotes learning and development		
Have you received information from the Program about… a) How children develop at different ages? b) How your child is growing and developing? c) How your child is doing in the program? d) Schedule of daily activities e) What you can do to help your child learn and develop? f) Parenting skills? g) How to find other services in the community? h) Where to report health or safety concerns? i) Experience and training of program staff? j) Discipline procedures? k) How you can get involved with your child's program?	Categories for each question are ####Yes ####No	All integer All continuous
Please indicate the number of surveys that were distributed to the parents of children	#####	Integer Continuous

at your site.		
Please indicate the number of surveys that were collected by your site.	#####	Integer Continuous

APPENDIX B: CSP Logic Model

Child Signature Program (CSP)
Enhancing quality in early care and education programs for at-risk children

PROGRAM FOCUS

To increase quality in early care and education programs for children at greatest risk of school failure

Inputs:
- Quality Essential Staff (QES) (i.e., EEE, FSS, MHS, LE)
- Research-based reflective practices
- Developmental screening
- Classroom quality assessments
- Parent outreach and support
- Professional development
- *Principles on Equity*
- Curriculum standards

PROGRAM MODEL

Quality Essential Staff (QES) work to implement program elements:

Instructional strategies and teacher-child interactions
- Curriculum support
- Professional development
- Assessment to inform instructional strategies

Social-emotional development
- Practices, strategies, and/or curricula that support children's social-emotional and behavioral outcomes
- Specialized training: interactions with children, classroom management skills
- Developmental screening and assessment

Parent involvement and support
- Educate and inform parents
- Enhance parent-child relationships
- Develop parent-child-teacher relationships
- Empower and engage parents

PROGRAM OBJECTIVES

- Increased access to high quality early care and education programs for at-risk children

- Improved teacher effectiveness in working with target populations

- Improved developmental gains in target populations

- Improved development of language, literacy, and early math skills

- Improved development of social-emotional skills

- Increased parent knowledge, interest and involvement, and advocacy in early learning

ULTIMATE GOALS

- Eliminate the achievement gap for at-risk children

- Improve lifetime academic achievement and associated life success

OVERARCHING DESIGN PRINCIPLES
1. Interventions based on research and scientific theory (developmental psychology, neuropsychology, economics): *The Productivity Argument for Investing in Young Children (Heckman and Masterov, 2004)*
2. Alignment with California Department of Education documents: *California Infant/Toddler Learning & Development Foundations, Preschool Learning Foundations, California Preschool Curriculum Framework, California Infant/Toddler Curriculum Framework,* and *California Code of Regulations, Title 5*
3. First 5 California's *Principles on Equity*: Inclusive governance and participation, access to services, legislative and regulatory mandates, results-based accountability
4. First 5 California vision that all children in California enter school ready to achieve their greatest potential
5. At-risk children are defined as "children at greatest risk of school failure." This includes children living in catchment areas with an API ranking at or below the 3rd decile, Dual Language Learners (DLLs), children with special needs, and children of seasonal migrants